DOCUMENT RESUME

ED 363 814 CG 025 085

AUTHOR Wells, Ruth Herman
TITLE Build On-the-Job Success Skills. Breakthrough Strategies To Teach and Counsel Troubled Youth: Social Skills, School Skills, Coping Skills Lesson Series.
PUB DATE 91
NOTE 38p.; Illustrated by Daniel C. Wells. For related documents, see CG 025 079-086.
AVAILABLE FROM Youth Change, 275 N. Third St., Woodburn, OR 97071-4705 ($12 per book, $90 per set of eight).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; *Career Planning; *Interpersonal Competence; *School Counseling; Secondary Education; *Skill Development; *Student Employment; *Teaching Methods; Youth Problems

ABSTRACT

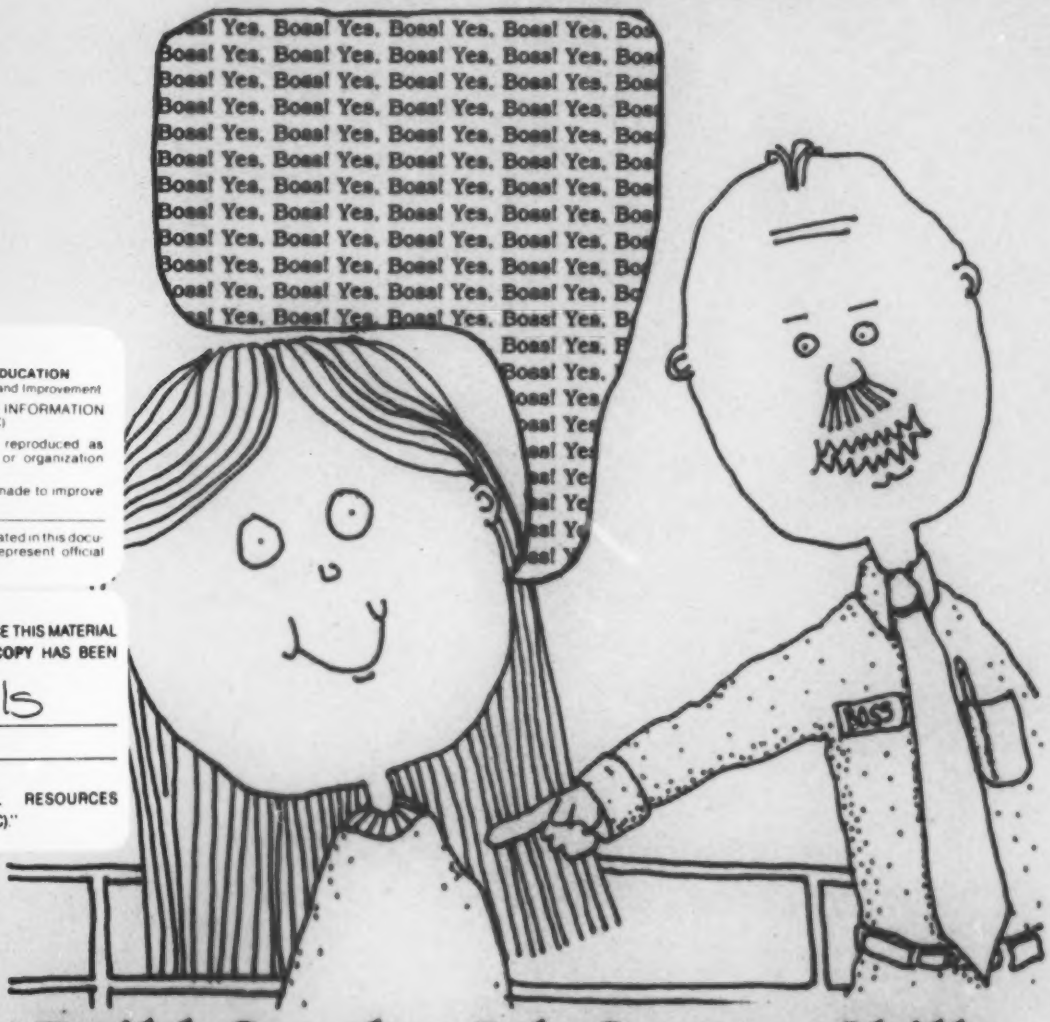
This document is one of eight in a series of guides designed to help teach and counsel troubled youth. This document focuses on the social skills necessary for on-the-job success. It includes 20 lesson plans that help students learn appropriate behaviors at the work place. The first lesson instructs students on what to wear and bring to work. Several lessons concentrate on employer-employee interactions, instructing students on the results of using swear words, insults, and other problematic language with employers; how to respectfully interact with employers; how to successfully follow employer instruction; what words employees should use with their employers; how to manage confusing employer directions; how to say "yes" to the boss; how to comply with employer instructions; and how to best cope with a difficult employer. Other lessons tell students what to expect of their first days on the job and prepare them to successfully avoid or manage the likely problem situation that could occur; motivate students to anticipate and resolve on-the-job conflict; explain how employees should interact with co-workers on the job; and focus on interactions with customers. One lesson explains pay checks, tax deductions, and basic banking; another discusses the proper use of excuses and absences from work; and a third focuses on how to appropriately resign from a job. Finally, students are trained and motivated to consistently work hard, to learn and follow work-related laws and rules, and to realistically evaluate and improve their work performance. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Breakthrough Strategies to
TEACH and COUNSEL
Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES

ED 363 814



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
R.H. Wells

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Build On-the-Job Success Skills

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

Social Skills

BEST COPY AVAILABLE

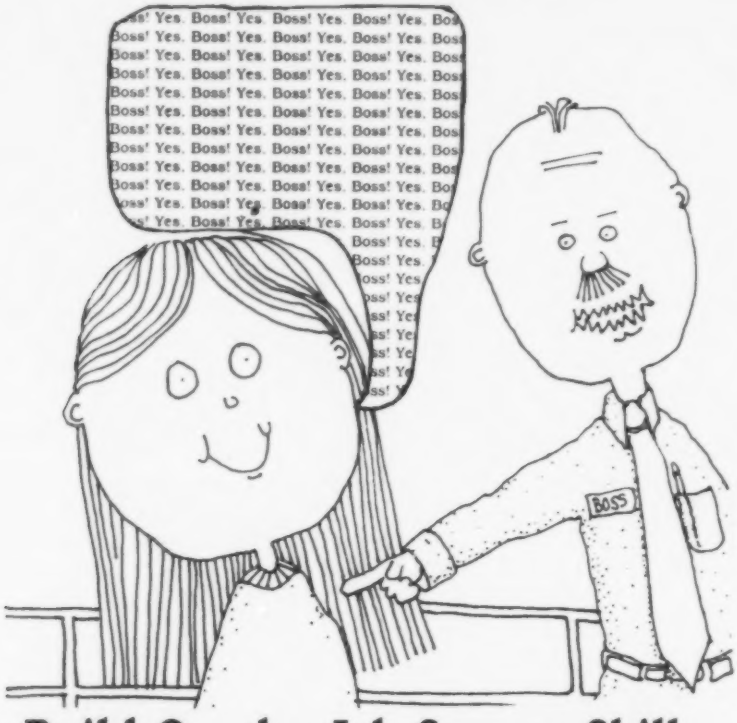
CG025082

Breakthrough Strategies to

TEACH and COUNSEL

Troubled Youth

Social Skills • School Skills • Coping Skills LESSON SERIES



Build On-the-Job Success Skills

Ruth Herman Wells, M.S.
Illustrated by Daniel C. Wells

Social Skills

© *1991 by Youth Change*

All rights reserved. The lesson plans in this book may not be reproduced in any form or by any means without the prior written permission of the author. The lesson handouts may only be reproduced by the purchaser for use with students during instruction.

Other Books in this Series:
Ready, Set Go! for Independent Living
All-Time Favorite Lessons
Coping Skills Sampler
Turn On the Turned-Off Student

Youth Change
On-Site • On Tape • General Session • Conference WORKSHOPS
Newsletter • Lesson Book INTERVENTION RESOURCES
275 North Third Street
Woodburn, Oregon 97071
1-800-545-5736 Toll Free

Lesson 1

What to Wear and Bring to Work

Goal: To instruct students on the what to wear and bring to work.

Materials: Chalkboard, chalk, pencil for each student, one copy for each student of "What Should Walter Worker Bring to Work" and "What Should Walter Worker Wear to Work".

1. ▲ **Introduce** this lesson by asking the students to discuss if they feel that it is important to come to work properly attired and equipped.

▲ **Pass out** copies of "What Should Walter Worker Wear To Work" and **ask** the students to identify all the problems they can see, and to determine why Walter's attire is problematic. **Ask** the students to identify the proper attire for their work site, and the reasons why this attire is appropriate and necessary for their work place. **Note** that when not at work, students are free to choose their own attire.

2. ▲ **Pass out** to each student a copy of "What Should Walter Worker Bring to Work?" and **ask** the class to identify the problems they see in the cartoon, and **direct** them to state why each problem is a concern. **Ask** the students to indicate what equipment is appropriate at their work sites and why.

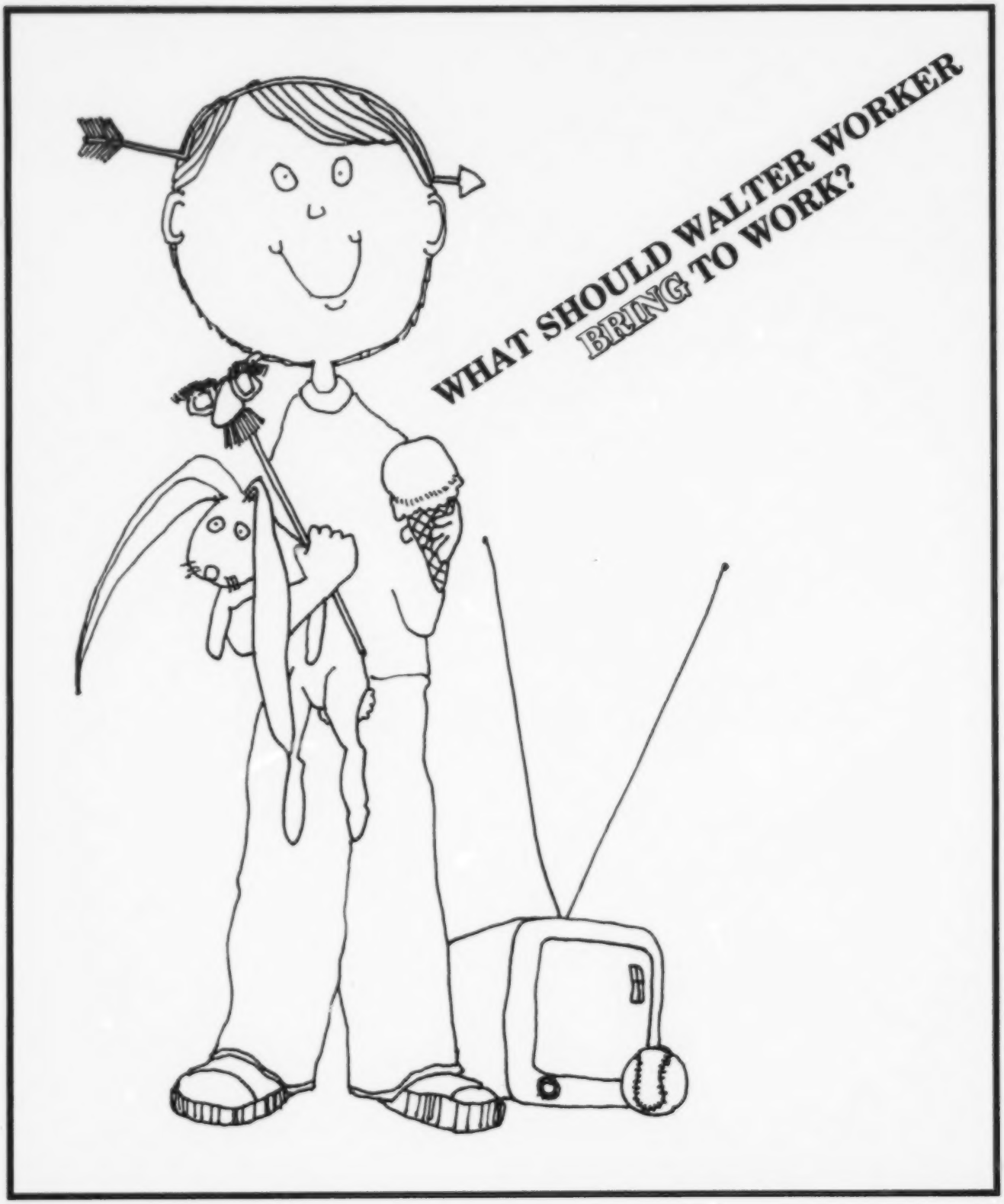
3. ▲ **Ask** each student to determine what they would do if they were Walter's boss, and had to evaluate him for a promotion, raise, lay off, termination or action.

▲ **Ask** each student to determine the relationship between the employee's on-the-job attire and equipment to their own potential career success. **Ask** each student to state which results they prefer to achieve: *job advancement, promotions and success, or disciplinary actions and failure.*

4. ▲ **Review the major points of this lesson:**

- **Proper dress for your job is necessary to allow you and your co-workers to safely and effectively perform your jobs.**
- **Bringing the proper equipment to work is necessary to allow you and your co-workers to safely and effectively perform your jobs.**
- **Employees who use proper dress and equipment are most likely to receive raises, promotions and career success.**
- **Employees who come to work dressed inappropriately and without the proper equipment, are most likely to be subject to disciplinary action, termination and career problems.**
- **Because each work place is different, sites have very different expectations for what equipment and dress is appropriate.**

WHAT SHOULD WALTER WORKER WEAR TO WORK?


WHAT SHOULD WALTER WORKER
BRING TO WORK?

Lesson 2

Words That Get You Fired or Keep You Hired

Goal: To provide information on the results of using swear words, insults and other problematic language with employers.

Materials: Chalkboard, chalk, paper and pencil for each student, several "Boss" and "Employee" name tags.

1. ▲ **Introduce** this lesson by asking the students to identify the kinds of works they are currently using with their employers. **Permit** the students to vent their feelings about their employers.

▲ **Acknowledge** the students' frustrations working with their employers, then, **using** the name tags, **role-play** some of the situations when students the report having used problematic language with their employer. **Direct** the student who reported the incident, to assume the role of boss, and **direct** a peer to play the employee role. **Ensure** that the role-play boss clearly conveys that termination or other consequence is likely. **Discuss** each role-play with the students.

▲ **Assist** the students to discuss whether they would rather revise their language or become unemployed, short of funds and have to conduct a job search. **Aid** the students to conclude that while "kids" can use problematic language, employed young adults must be willing to adapt to "adult" standards of interaction, and don't have the "luxury" of using problem words. **Identify** that students may have the option of using swear words off the job as they wish; this modification of language is essential just during work time.

2. ▲ **Direct** the students to develop a Top Ten List of the phrases that will help them Keep and Lose their jobs, using the format shown below. (**Use** the phrase "All Swear Words" to eliminate the problem of students listing obscene words, and before starting, **provide** guidance on what problem words should be described rather than just stated.)

Words That Get You Fired	Words That Keep You Hired

3. ▲ **Direct** the students to write their own personal lists of the "Words That Get You Fired" that they are at risk of using, and to develop alternatives that they should list under "Words That Keep You Hired". **Discuss** the completed lists with the class.

4. ▲ **Ask** each student to discuss their career hopes and to identify which set of words on their paper will best allow them to succeed in reaching these dreams. **Ask** each student to discuss how they will ensure that their words will help them, not hinder them, from reaching these dreams for their future job success.

5. ▲ **Review the major points of this lesson:**

- **While using swear words and other problematic language may be acceptable off the job, it can have serious consequences on the job.**
- **While "kids" may be able to suffer few serious consequences for using inappropriate language, employed young adults may have to rise to adult standards on word usage when they are in the work place.**
- **Problem words can hinder you from reaching your career goals.**
- **By substituting acceptable language for words that are inappropriate, you can help yourself keep your job and reach your goals.**
- **Termination, disciplinary action and reprimands are all likely to result if you use problem language with your employer. Having a difficult boss is a common occurrence but does not justify using inappropriate language.**

Lesson 3

How to Talk to Employers

Goal: To instruct students how to respectfully interact with employers.

Materials: Chalkboard, chalk, several name tags that say "Boss" and "Employee".

1. ▲ **Introduce** this lesson by asking the students to discuss how they are currently interacting with their employers. **Permit** the students to vent their feelings.

▲ **Acknowledge** the students' frustrations working with their employers then discuss the ramifications of lashing out or problematically interacting with the boss. **Assist** the students to identify that the likely consequences are unemployment. **Aid** the class members to recognize that the employer pays worker to readily comply with requests to complete work tasks as assigned.

▲ **Assist** the students to discuss whether they would rather cope with a disliked boss or be unemployed, short of funds and job hunting. **Aid** the students to conclude that they'd prefer to manage with a disliked boss indefinitely or until a new job can be found rather than face the relatively serious difficulties posed by unplanned unemployment. **Discuss** in detail what unplanned unemployment would involve and **contrast** it with finding new employment or maintaining the current position.

2. ▲ **Inform** the students that they will be learning how to interact with employers in situations that are commonly cited as problematic. **Assist** the class members to develop phrases similar to those shown below, that they could offer as responses to common employer-employee problem situations; write each phrase on the board, and **stress** that the first word of the response should always be "yes":

- *When you think the boss is WRONG, say: YES, I'll do it, but are you sure it's correct?*
- *When you DON'T WANT TO DO what the boss says, say: YES, I'll do it but I'd rather not.*
- *When you DON'T KNOW HOW to do what the boss says, say: YES, I'll do it, but can you show me how?*

3. ▲ **Discuss** with the students how often they should tell the boss that:

- the boss may be wrong.
- they do not wish to do the requested task.
- they do know how to do the requested task.

4. ▲ **Role-play** common problem work situations when the boss makes requests and the students respond using the phrases from the board; **use** name tags during the role-play. **Discuss** each role-play, and repeat as necessary. **Allow** students to take turns being the employer and employee and **include** input from the role-play bosses on how they felt when employees questioned or refused tasks. **Aid** the role-play bosses to note that requests for clarification and help were generally welcomed or accepted.

▲ **Discuss** that employer requests to become involved in illegal, unsafe, inappropriate or sexual activities, are exceptions to the guideline of always saying "yes" to the boss. **Review** what constitutes sexual harassment and illegal activities, and **discuss** how to manage these problems.

5. ▲ **Review the major points of the lesson:**

- **The consequences of interacting problematically with an employer are employment and having to find a new job.**
- **The employer pays the worker to comply with requests to complete work tasks.**
- **The only word an employer wants to hear when making an assignment is "yes".**
- **There are positive ways to question a task, indicate your preference about completing it, or to ask for help.**
- **Employees should occasionally, not constantly, express their preference about assignments and question the employer about the accuracy of the instructions.**
- **Employer requests to become involved in illegal, unsafe, inappropriate or sexual activities should be refused, and are about the only times employers should be strongly confronted. Adult aid should also be accessed in these situations to assist you.**

What to Expect the First Days on the Job

Goal: To instruct students what to expect the first days on the job, and to prepare them to successfully avoid or manage the likely problem situations that could occur.

Materials: Chalkboard, chalk, pens, one copy for each student of the "Newly Hired Guidelines".

1. ▲ **Introduce** this lesson by asking the students to discuss what they are expecting to happen when they begin their new job. (Throughout the class, **encourage** students who have already been on the job for a while to assist the new employees to get a realistic view of what they should expect.)

▲ **Inform** the students that they will be discovering what to really expect during their first days. **Distribute** the copies of the "Newly Hired Guidelines" and discuss each item with the class, focusing on what are the negative and positive ways that the situations could be addressed.

▲ **Assist** the students to discuss if there are additional problem situations that are likely to develop during the first days; **discuss** any additions highlighting negative and positive solutions.

2. ▲ **Ask** the students to determine what are the likely problems they personally may have during their first days at work. **Ask** the class to assist each student to develop positive plans, then role-play using these approaches. **Discuss** each role-play, and as necessary, **allow** students to apply the feedback they receive by redoing their role-play.

3. ▲ **Discuss** with the students how they felt about the job hunting process they just completed that resulted in obtaining this new job. **Elicit** their negative feelings about job hunting, then **observe** that returning to job hunting will be the likely consequence of mishandling problems at their new job.

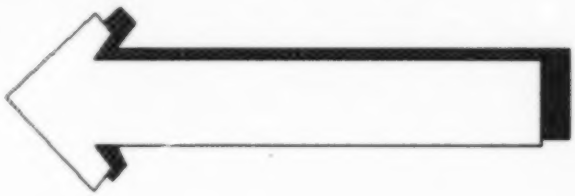
4. ▲ **Review the major points of the lesson:**

- **The first days on a new job will probably not turn out to be the exciting, enjoyable experience may people expect; instead the first days may involve long training sessions, distasteful tasks or making many mistakes.**
- **The minute you are hired you are at risk of being fired and having to resume another job search process.**
- **There are many negative and positive ways to manage the typical problems that arise during the first days on the job.**
- **Using the positive ways to manage the problems you encounter in a new job, will usually create good results.**
- **Using negative methods to manage the problems that occur the first days on the job often results in termination and another job search.**

NEWLY HIRED GUIDELINES

• One dozen definite deterrents to unemployment-- if you know how to manage these situations •

1. You may get "**GARBAGE JOBS**" early on
2. You are the **LOW PERSON** on the totem pole
3. Watch out for **NEGATIVE LEADERS**
4. The first days can be **HARD** and include a lot of one-time **TRAINING**
5. It is normal to make **MISTAKES AT FIRST**
6. Avoid unnecessary **ABSENCES**; if possible, go to work and show them how sick you are
7. Avoid **EXCUSES**; know how often, and when to use excuses
8. Say **YES** to the boss except when asked to do unsafe or inappropriate tasks
9. Understand your **PAYCHECK**; the government will take out taxes
10. The **CUSTOMER AND THE BOSS ARE ALWAYS RIGHT**; they pay for the privilege
11. Work in a business-like manner with **CO-WORKERS**
12. Know when and how to **QUIT**



Learning to Follow Employer Instructions

Goal: To prepare students to successfully follower employer instructions.

Materials: Chalkboard, chalk, paper and pen for each participant, a radio, several crackers, a "bonus" for the entire class (such as cookies, small notebooks, stickers or other reinforcement) which must be hidden outside of the classroom where students can discover it by following your directions.

1. ▲ **Ask** the students to identify why properly following employer directions is critical, and what is likely to result if directions are not followed on their job site.

▲ **Inform** the class that they will be testing their ability to follow employer directions. **Have** paper and pen available but do not offer it to the class participants; do **give** these supplies to students who request them. **Conduct** the three trials as shown below without offering students any unsolicited aid to properly complete the tasks; do **respond** to participant requests such as "please speak louder".

- Trial 1: **Inform** the class that the instructor will take the employer role and that the class members will take the employee roles. **Instruct** the participants that they are to follow the instructions that are given, then **offer** the following confusing directions: *"Go to that door, you know the one, and after that go way down, then over, you'll know where, probably, then find that lady with the long hair-- I forget her name-- and give her the package, but no one else and do it on time."*
- Trial 2: **Inform** the class that the roles remain the same for this trial. **Issue** the following instructions in a voice that is too soft to be heard: *"Please get up from your chair and go over to the door to the room and quietly shut it. Once you have done that, please quietly return to your seat and wait for further instructions from me on your next task."*
- Trial 3: **Inform** the class that they will remain in the same roles for this trial. **Issue** the following instructions very rapidly: *"I need you to call Mr. Brown at 786-3452, ext 4578 and give him the numbers that he requested. Please tell him that all 3,422 widgets arrived in good condition, but 213 of the mini-size sub-455, unit 5 and 7 brand ampliphiers were lacking their d, b, n and k7 locks and peripherals. Be sure he knows that we will bill him for $890,784, due on 7-9-89 or within 30 days with a 4% surcharge on each $100 that is past-due. Be sure to pass on all of this information carefully. An error could be serious. Call me by 3:00 at ext. 2453 to tell me when you're done."*

▲ **Assist** the class to identify the barriers they faced to properly completing employer directions; **list** these barriers in a column on the board. Be sure to include the following problems:

- *Employer's rate of speaking.*
- *Employer's clarity in speaking.*
- *Amount of information being given.*
- *Employee's ability to hear directions.*
- *Employee's familiarity with subject matter.*

2. ▲ **Ask** the class to identify solutions to the barriers shown on the board and **list** these solutions next to each barrier. **Include** solutions such as those shown below:

- *Be prepared with pen and paper, and use it.*
- *Ask the boss to talk more slowly.*
- *Ask the boss to repeat items, if necessary.*
- *Repeat back to the boss your understanding of the instructions before starting.*
- *Tell the boss you don't understand.*
- *Tell the boss you can't hear.*

3. ▲ **Inform** the class that they will be reenacting the three trials they experienced at the start of the lesson. **Repeat** the trials, encouraging the students to use pen and paper and to incorporate other solutions from the board. Following the reenactment of each trial, **assist** the class to discuss how well the solutions worked.

4. ▲ **Inform** the class that they will be tested on their skill following directions in a final trial. **Read** the instructions for this trial, as shown below, being sure to **incorporate** the barriers as indicated. **Have** a "bonus" hidden at an accessible location and be **ready** to clarify the unclear directions below when students

appropriately attempt to overcome the barriers:

• *"Employees, you have been working hard so we have a bonus to acknowledge your hard work. However, the bonus is not on-site. It is located 4 parsecs from our median location. However, it is a good bonus with something there for everyone to enjoy, and you can have it as soon as you follow these instructions. The first thing you do is-- no, skip that, the second thing you do is be sure to find that door nearby the bonus then you'll know where it is. (**Play** the radio loudly). The fifth turn after that door is either a left or right, one or the other. (**Eat** a cracker while talking in a garbled manner). After that, look down or up, I forget which, and there it is and be sure to open it carefully if there is a box, but don't open the wrong box because that will be a serious problem.*

▲ Following the trial, **discuss** the group's success using solutions to the barriers and **relate** using these solutions in the participants' actual work sites.

5. ▲ Review the major points of this lesson:

• Carefully following employer directions is essential to satisfactory job performance.

• There are many possible barriers that can seriously interfere with, or prevent, employees properly completing employer instructions.

• There are many common-sense, easy-to-do ways to overcome or eliminate the barriers to always properly understanding and completing all of your employer's instructions.

• Identify common barriers to following employer instructions at your work site and identify the solutions you will use.

Lesson 6

Learning to Be a Co-Worker Not a Co-Shirker

Goal: To provide information and training on how employees should interact with co-workers on the job.

Materials: Chalkboard, chalk, one copy for each student of "Co-Workers or Co-Shirkers?" Cartoons, pens.

1. ▲ **Introduce** this lesson by asking the students to tell their best story about the worst co-worker behavior they have ever seen on the job.

▲ **Distribute** copies of "Co-Workers or Co-Shirkers?" Cartoons and **ask** the students to identify the problems shown. **List** these type of co-worker problems on the board, then **ask** the class members to name additional concerns and **add** to the list on the board.

2. ▲ **Ask** the students to each discuss with the class their likely weak area when interacting with co-workers. **Assist** each student to develop a plan to avoid this problem area, then to role-play using this solution. **Offer** feedback and a chance to redo the role-play, if needed.

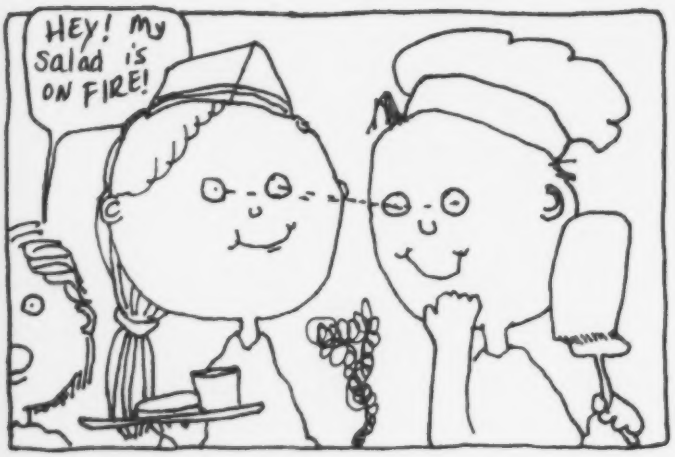
3. ▲ **Ask** the students to determine the consequences that the co-workers will likely face if they are caught being involved in the problem activities listed on the board; **list** these results on the board.

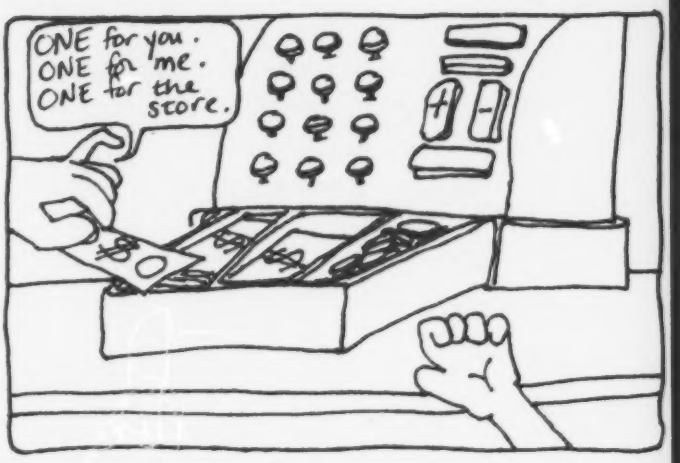
▲ **Ask** the students to list the results likely to be achieved by co-workers who refrain from the problematic activities listed on the board; then list these responses on the board. **Ask** the students to identify which results they want for themselves.

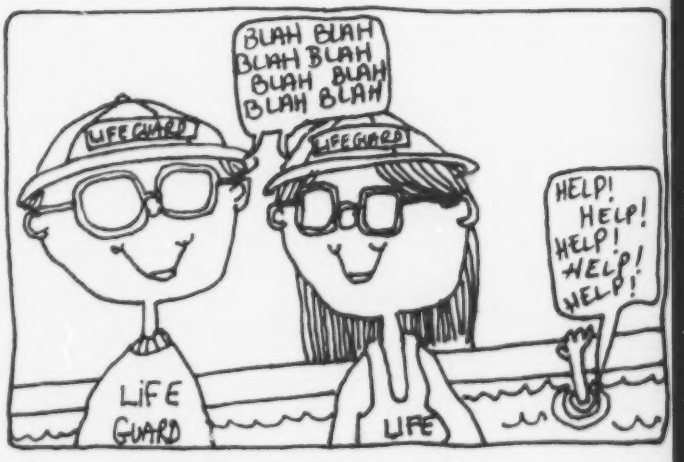
4. ▲ **Review the major points of this lesson:**

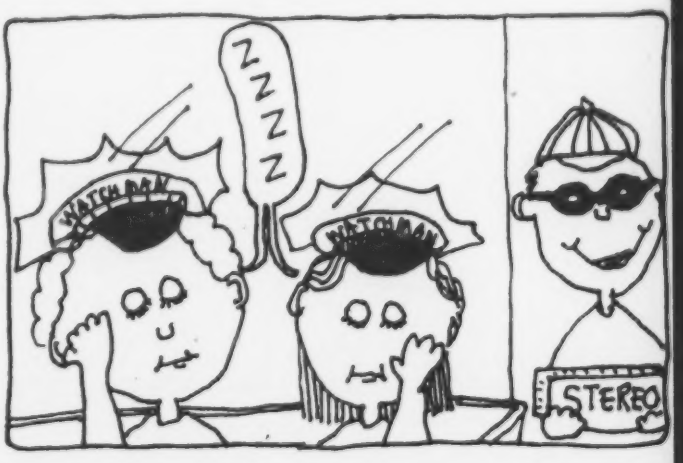
- **There are many problems that can develop with co-workers; serious co-worker problems can result in serious consequences or being terminated.**
- **By identifying your personal, possible areas of weakness with co-workers, you can be ready to avoid involvement in problem co-worker activities.**
- **By avoiding problematic co-worker activities, you can receive positive results at work.**
- **Problem co-worker activities include on-the-job romance, horseplay and excessive conversations, stealing, inattention, lying, and missing work together.**

CO-WORKERS OR CO-SHIRKERS?
Cartoons









Lesson 7

How to Survive the Monster Boss

Goal: To provide information and training on how employees can best cope with a difficult employer.

Materials: Chalkboard, chalk, pens, one copy for each student of "How Do You Survive a Monster Boss?"

1. ▲ **Ask** the students to share their experiences working for a difficult boss, and to describe the strategies they have used to cope; **note** these strategies in a column on the board.

▲ **Distribute** copies of "How Do You Survive a Monster Boss?" and **ask** the students to use this checklist to rate and discuss the strategies listed on the board.

2. ▲ **Ask** the students to list out good and bad strategies based on the results of using the checklist. **Ask** each student to identify the one problem strategy they must avoid, and the one positive strategy they could substitute instead. **Assist** each student to develop a plan to use the positive strategy, and to role-play using it. **Offer** feedback and a chance to redo the role-play, if needed.

3. ▲ **Discuss** the following points with the students:

- All bosses are going to seem difficult at times.
- A boss who is extremely difficult to work with much of the time can make you hate a job you love. If you choose to leave your job, it is important to have a new job ready so you don't end up desperate to work because you lack money.
- It is important to determine if you have a monster boss or a typical boss who has bad moments, so you can make good choices about how to proceed.
- Monster bosses can keep you from securing a new job by giving you a negative recommendation, so it is important to leave the job without offending your employer.
- Keep in mind that the short-term enjoyment of "telling off the boss" will soon be eclipsed by the long-term problems you will have overcoming the bad recommendation given you when you try to get a new job.
- If the boss commits illegal, immoral or unsafe acts, get help from an adult who doesn't work for that boss, or from government agencies who can help you.

▲ **Ask** the students to use the phone book to research what state and federal agencies can provide information on employee rights, and to contact one of these groups to arrange for a speaker or literature to that can detail workers' rights and the remedies available to employees.

4. ▲ **Review the major points of this lesson:**

- **It is normal to have a boss that sometimes is difficult to work with.**
- **If your boss is consistently, extremely difficult to interact with, you may have a monster boss.**
- **The best strategy to cope with a monster boss is the find a plan that addresses your concerns without hurting you.**
- **Short-term solutions such as verbally abusing the boss almost always torpedo your chances of securing future employment and pay your bills.**
- **Employees have important legal rights that you should be aware of. You do not have to comply with employer demands that are illegal, immoral or unsafe; immediately seek outside adult help with these situations.**
- **Hurting the boss usually hurts you more.**

How Do You Survive a MONSTER BOSS?

Rate your course of action.

Each "Yes" earns 5 points.

1. The plan helps you remain employed without unplanned gaps.

2. The plan allows you to get good references needed for future jobs.

3. The plan will give you the money needed to survive.

4. The plan will allow you to continue to eat, pay rent and other bills.

5. The plan is a thoughtful, business-like way to manage the problem.

6. The plan offers the best possible long- and short-term results for me.

7. The plan is based on what is good for me, not what will "get the boss".

30-35 Points ..... Do It
20-30 Points ..... Would come back to haunt you
Under 20 Points ... Don't Even Think About Doing It

Magic Words That Keep You Hired, Tragic Words That Get You Fired

Goal: To provide information and training on what words employees should use with their employers.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to discuss the importance of the words they use at the job site. **Direct** the students to make a list of "Magic Words That Keep Your Hired" and "Tragic Words That Get You Fired"; **write** this list on the board.

2. ▲ **Ask** the students to tell their best stories about times they have seen inappropriate words used on the job and the results of this words. As the student recounts the story, **write** it down on the board. After the story is shown on the board, **ask** the students to underline all the "tragic" words and to replace them with "magic" words and edit the results. **Ask** the students to determine which results they prefer for themselves.

3. ▲ **Ask** the students to imagine they were employers and determine what their response would be to each of the "tragic" words shown on the board. **Note** that the students as employers fairly consistently disciplined or terminated employees who used inappropriate language; **identify** predictably problem language brings problem results.

4. ▲ **Review the major points of this lesson:**

- **Problem language at work often brings problem results; termination is a likely outcome of using inappropriate words.**
- **Using acceptable language can bring benefits and avoid termination and other unpleasant consequences.**
- **Problem language very predictably results in termination or other serious consequence; there should be no surprise about the bad results of using problem language at the work site.**

Lesson 9

50 Ways to Leave Your Employer-- and Ever Work Again

Goal: To instruct students on how to appropriately resign a job.

Materials: Chalkboard, chalk, pens, a copy for each student of "50 Ways to Leave Your Employer" Work Sheet.

1. ▲ **Introduce** this lesson by asking the students if bosses care about employees resigning. **Ask** each student to describe what could happen at their work site if proper notice isn't given. **Discuss** with the class and **write** on the board, what is meant by "proper notice" in your area.

▲ **Distribute** the "There Must Be 50 Ways to Leave Your Employer" Work Sheets and **ask** the students to each name up to fifty specific ways to resign (such as "stop showing up" or "say 'I need to take a new job in three weeks'"). After the students have filled up their sheets, **ask** them to label each way as "good for the boss and worker" or "bad for the boss and worker", then **discuss** each sheet with the class.

2. ▲ **Ask** the students to imagine they were the employers, and what would they do to the worker who left without proper notice. **Elicit** answers such as "give bad references", "tell other bosses not to hire them" and "never take them back".

▲ **Ask** the students to consider if it is likely that employers could create significant problems with future job-seeking. **Aid** the students to discover that most employers request and thoroughly check past references, and that especially in smaller cities and towns, a bad reference can make if very hard to secure a new job. **Ask** each student to describe the "ideal" job they would love to hold in several years, then **ask** them to give their reaction to finding out they could not secure this position due to a lack of positive references.

3. ▲ **Ask** the students to each describe how they could plan to properly give notice when they must resign a job. **Aid** the students to include discussion of the following issues:

- *How much lead time to give the boss.*
- *What to say.*
- *How to express complaints.*
- *What to do if you're mad at the boss.*
- *How often to be absent or late during the time before your last day.*
- *How hard to work during the final days.*
- *How to respond to pressure to not leave or to extend your stay.*

4. ▲ **Review the major points of this lesson:**

- **Leaving a job without giving proper notice can make it extremely difficult for you to be able to secure employment again in the future, especially if you live in a small town, close-knit neighborhood or small city.**
- **It is important to give enough lead time when giving notice.**
- **After you give notice, you are still expected to come to work, and to work hard while right through the very last day.**
- **When you least expect it, someday in your future, when you are about to secure your dream job, a bad reference from leaving without notice, can cost you the job you've always wanted.**
- **Failing to give notice can leave you lacking needed references for future jobs.**

50 WAYS
TO LEAVE YOUR EMPLOYER–
...AND EVER WORK AGAIN

Rate each method as "Good for You and the Boss" or "Bad for You and the Boss"

Lesson 10

Making the Deductions to Understand Employer Instructions

Goal: To instruct students on how to manage confusing employer directions.

Materials: Chalkboard, chalk, pens, a copy for each student of "Following Instructions Can Require Confusing Deductions" Work Sheet.

1. ▲ **Introduce** this lesson by asking the students if bosses ever give confusing directions. **Ask** each student to attempt to follow the directions given in the "Following Instructions Can Require Confusing Deductions" Work Sheet. **Discuss** the completed sheets with the class and **write** on the board, strategies that employees can use to decipher confusing directions.

2. ▲ **Ask** the students to role-play receiving the instructions shown on the work sheet and responding to them using the strategies on the board. **Debrief** each role-play at its conclusion, and **offer** the chance to apply feedback in a second role-play if necessary.

3. ▲ **Ask** the students to determine the likely consequences of not gaining clarification, and **write** their answers on the board. **Include** response such as the "employee endangers themselves". **Ask** students to include the possible consequences that could occur in their present and future jobs, and to identify if they want to endure these consequences.

4. ▲ **Review the major points of this lesson:**
   - **Employers often give confusing instructions.**
   - **It is the employee's responsibility to clarify confusing directions.**
   - **Failing to gain clarification of confusing instructions can have serious consequences and could even cause a loss of life to the employee or someone else.**

FOLLOWING INSTRUCTIONS Can Require Confusing Deductions

How would you respond to each of these employer instructions?

Do the hamburger thing.

Take care of it, you know what I mean.

Find those paper holder container things.

Charge whatever I told you last time. *(You don't remember)*

Go down to that big store and then go left, no, right, then cross through the alley and stop in that small shop and get a dozen of their large tool kit holder things for that machine way in the back of our big kitchen.

Quick, go to the supply shop and get a 458-96845-2KLGK-9007 Medium Lallygagger Wrench and Socket Kit. Be sure you remember to get exactly that kit. *(You can't remember all those numbers.)*

Don't stand there do what I told you to do. *(It's too noisy for you to hear all of the boss's instructions)*

Fix it the way Juan did. *(You don't even know Juan)*

Make sure you're here on the 21st of June at 3:00, the fourth Tuesday in July by noon, the 7th of June to open, May 18 at 7 PM and August 7 at 2:15. You can remember that. *(You can't)*

You know that thing you did last week to fix that stuff, well do it again tomorrow. *(You have no idea)*

Be sure to mix the new dough with the new sauce-- it's around somewhere.

Be on time for the new shift schedule or else you're fired.

Yes, There is Something Missing From Your Pay Check

Goal: To instruct students on how to understand their pay check, tax deductions and basic banking.

Materials: Chalkboard, chalk, "The Case of the Angry Employee" Story, pens, play money, actual or simulated pay checks with stubs for each student (to make simulated checks, take an actual check and stub and make a photocopy of it, then "white out" the amounts, names, etc. then make several new photocopies; insert new money amounts, names, etc. on these blank copies and photocopy as many checks as needed), W-2 Forms (available from the IRS, your personnel department and many libraries), local bank checking and savings deposit slips.

1. ▲ **Introduce** this lesson by reading aloud "The Case of the Angry Employee".

▲ **Assist** the class to guess the end of the story, that Barb's boss had not stolen from her; a third of her check (like everyone else's who works) had been taken for taxes and social security by the government.

2. ▲ **Ask** the students to discuss the following general information about paychecks, **adding** in relevant local or state information for your area as appropriate; **encourage** students who have worked for some time to assist in the discussion:

- *Approximately 30% of your check is sent by your boss to the government for taxes. Can you identify some services you need that are paid for with these tax dollars?*
- *Because taxes, social security, worker's compensation or other items are deducted from your check, you must plan to actually receive less money than you calculate earning. Can you identify how these contributions can help you in the future?*
- *It is important to track the number of hours you work if you are paid by the hour. Inspect each check stub to see if you were paid for the right number of hours. It is hard to get a correction made months later so the time to inspect your check and identify problems is as soon as possible. The terms "net" and "gross" will be used. "Gross" means the amount you earned before any money is taken away. "Net" means what is left after deductions.*
- *To be certain how many hours you've worked, you must keep track. Many people write down the hours they work on a calendar or piece of paper. Without this record, you will not be able to remember precisely what times you did work.*
- *Remember that just because you were assigned to work, doesn't mean you actually worked those exact times. You may have stayed late, called in sick or arrived late. Keep a record so you know what hours you really were at work.*
- *Know your work's policy on overtime, lateness, absence, etc. Many work sites will not pay you for the time you miss because you were sick or late. Some sites may pay you at a higher rate if you work late or on a holiday.*
- *If you think the boss made a mistake with your check, be sure to handle this in a business-like manner.*

3. ▲ **Distribute** the simulated checks, bank forms and W-2 forms to the students and review how to understand and use all items.

4. ▲ **Set up** a simulated bank using the play money, bank forms and check; the instructor should assume the role of teller. **Direct** the students to cash their pay checks at the bank. During this role-play, **present** the students with situations that are similar to those they may actually encounter. **Include** the following typical mistakes young people may make. **Ensure** that these situations are presented in a kind and supportive manner, **reminding** the students that you are allowing them to make mistakes in a safe environment, rather than in the "real world" when these errors could be overwhelming. **Discuss** the banking exercise at it's conclusion, and **ensure** that each student learns of any mistakes they may have missed.

- *If the student leaves their cash or checks out, or hanging from a pocket, "steal" it.*
- *Refuse to accept unendorsed checks.*
- *Occasionally make errors by giving the student too much or too little money.*
- *Require identification.*
- *Charge excessive check cashing fees.*
- *Offer loans, credit and automatic teller cards.*

5. ▲ Review the major points of this lesson:

- **About one-third of your pay check is deducted for taxes and other items.**
- **Taxes pay for many services you use and need.**
- **Know how to manage your check and banking properly or you may face serious situations.**
- **Resolve problems with your check promptly and courteously.**

THE CASE OF THE ANGRY EMPLOYEE

Barbara just stormed into the room. Everyone turned around, startled. Ever since Barb had gotten that job she'd really wanted at the clothing store, she'd been pretty easy to deal with. But now, she looked like she was going to cry.

"I quit!", Barb hollered at no one in particular. "You quit?" her counselor repeated slowly, looking a little sad and a lot confused. "Why on earth would you quit a job that you love, to return to the job hunting you hate? What could possibly make you want to do that?", the counselor asked quietly.

"Well, you'd have quit too. You all would have," Barb blurted, glancing with an icy stare around the room. "You'd all quit too if your boss did to you, what my boss did to me," Barb said forcefully.

"He attacked you?", Sue Ellen asked.

"No, man, he must have screamed at her like my old boss did", Roberto said.

"No, you're both wrong," Barb said quickly, "but, something just as bad, though-- he stole from my paycheck!." Barb waved the check in front of her face.

"I couldn't believe it! Nearly a third of my check was gone. I knew what amount should be in my check so I just marched up to him and told him there was no way I'd work for a sneaky thief like him, so I didn't even wait for the end of the shift. I just split. He's probably right now having to work the cash register himself. Serves him right, stealing my money like that, thinking I wouldn't notice. Boy did he look surprised that I'd caught him. He'd been so nice to me the whole time I'd worked there, promising raises every few months, and all. Probably just his way of keeping me from noticing him stealing my money. Well, I should just call the cops or get some friends to beat him up and make him give me the money I earned. I'm glad I'm out of there. No job, no matter how great, is worth doing if the boss steals some of your money."

The room was real quiet when Barb finally stopped talking. The counselor was exchanging funny looks with some of the students. Nearly everyone was waiting to see who would be the one to tell Barb what most of the students were thinking.

Lesson 12

The Boss is Always Right

Goal: To instruct students on how to say "yes" to the boss.

Materials: Chalkboard, chalk, small buckets of water, one roll of paper towels, several decks of playing cards, one name "Employee" name tag for each student, one "Boss" name tag.

1. ▲ **Ask** the students to discuss what they typically say when given a direction by the boss. **Ask** the students what they say when given a disliked assignment by the boss.

▲ **Assist** the class to discuss that the boss pays employees to complete both liked and disliked chores and expects to hear "yes" to all requests. **Discuss** the benefits of saying "yes" to the boss and **compare** it with the consequences of saying "no". **Assist** the class to conclude that except when the request involves illegal, inappropriate, immoral or unsafe acts, the employee must say "yes" to the boss. **Assist** the students to identify that adult help should be sought for these improper requests. **Write** on the board: *"The boss gets to be right. Say "YES" to the boss.*

2. ▲ **Ask** the students to test their skills saying "yes" to the boss by participating in a role-play. To conduct the role-play, the instructor **assumes** the part of the boss and **wears** the "Boss" name tag. **Give** the students the employee tags. **Give** each role-play employee a bucket of water and one piece of paper towel, then **ask** the role-play employees to begin washing the class room walls. **Assist** the students to respond appropriately to these initial instructions, then **inform** the role-play employees that there is a paper shortage, and **approach** each participant and **tear** their paper towel in half. **Repeat** this step every few minutes until each role-play employee is washing the walls with a tiny scrap of paper towel. As needed, **offer** assistance to participants to respond appropriately to each employer direction. At the end of the role-play, **debrief** the experience with the class, focusing on how successfully the participants were able to say "yes" to the boss regardless of how much they may have disliked the task or the working conditions. **Repeat** the entire role-play if needed to allow all students to successfully complete it; **allow** several students to take the role of the boss during the repeat sessions.

3. ▲ **Inform** the students that they successfully were able to say "yes" to the boss in the role-play session, and now will face another role-play challenge. This role-play uses the same roles as the previous one. **Distribute** the playing cards to the role-play employees and **direct** them to sort them by colors. When the sorting is just about complete, **approach** the employees and **say loudly** "I didn't tell you to sort by color! I said to sort by number!" **Pick up** the cards and fling them in the air, and **say loudly and angrily** "Do this again and this time do it right!" **Ensure** that this role-play is done with kindness and support, and **provide** assistance to any participant who is unable to respond reasonably to the role-play boss's actions. **Discuss** the role-play with the participants after it has been completed and **focus** on how successfully the participants were able to respond positively to the boss even though the boss was being loud and angry.

4. ▲ **Assist** the students to relate the role-plays to their actual work sites, and to determine what situations they are likely to encounter when they will find it difficult to be compliant. **Aid** each student to develop a plan to ensure compliancy in a current work site situation when it is hard to readily comply with an employer direction.

5. ▲ Review the major points of this lesson:

- **Employees must comply with employer requests unless those requests are illegal, immoral, inappropriate or unsafe; then adult help should be sought.**
- **Bosses pay you to complete the tasks they assign-- even disliked and seemingly dumb tasks.**
- **Even is the boss acts a bit unbusiness-like, it is still your responsibility to stay professional and still comply with requests. Although it may seem unfair, bosses, especially bosses who are owners, will not get fired for being mean, harsh or loud-- but you might.**
- **The employer pays for the privlege of being right; when the boss gives a direction; say "yes".**

Lesson 13

When the Boss Gives Directions: Just Do It

Goal: To instruct students on how to comply with employer instructions, even when they believe the directions are flawed.

Materials: Chalkboard, chalk, a list of flawed employer instructions (develop three instructions per student; make up silly and seemingly erroneous directions such as "Charge $27 for a dozen eggs", "Throw out all of the hamburgers" and "You have to work Christmas."

1. ▲ **Ask** the students to discuss if employers ever give flawed instructions; **write** on the board, the flawed instructions the students report hearing.

▲ **Assist** the class to discuss how bosses feel when frequently questioned by employees about directions, and **assist** the students to recognize that employers can become quickly irritated by too frequent inquiries especially if the directions are not really erroneous. **Assist** the class to discuss how often employees should question the accuracy of employer instructions. **Aid** the students to note that it is always important to question or even refuse directions that could result in unsafe or improper activities. **Discuss** what is meant by these terms, and **assist** the class to determine that if necessary, they should seek adult help when faced with a request of this sort.

2. ▲ **Ask** the students to test their skills by seeing if they can say "yes" to seemingly flawed employer requests. **Inform** the students that the instructor will take the part of the boss, and the students will take turn responding with "yes" to flawed employer requests. One student at a time, **give** out the flawed directions. **Discuss** the experience after each student has had three turns.

3. ▲ **Inform** the students that they successfully were able to say "yes" to the boss, and now will face another challenge. This challenge uses the same format as the previous one, but instead of using imaginary directions, **use** the instructions listed on the board from the start of class. **Discuss** the experience after each of the class members has had several chances to respond to the flawed employer instructions.

4. ▲ **Assist** the students to discuss the following information about employer instructions:

- *Directions that may appear flawed to you, may make sense to the employer. Can you think of several examples?*
- *You often do not have all the information that the boss does, so decisions that seem flawed to you, may be proper based on the information you don't have access to. Can you think of several examples?*
- *Bosses usually appreciate being questioned by an employee if their instructions are truly flawed. Strive to limit your inquiries about directions to these times.*
- *When inquiring if an instruction is correct, be sure the question is polite, not challenging. Can you develop a phrase that would work well?*
- *If the boss responds to your inquiry by saying you should complete the task as originally directed, do so without using any problem behaviors. What problem behaviors should you avoid.*
- *If it turns out that you were correct after all, do not say "I told you so" or embarrass your employer. What would be the best way to handle this turn of events?*

5. ▲ **Review the major points of this lesson:**

- **Employees are expected to comply with employer requests that appear flawed to them. Employees can occasionally question what appear to be seriously flawed directions, but frequent inquiries will often anger the employer.**
- **Employees should question and refuse inappropriate and unsafe requests, and seek adult aid to manage these situations.**
- **The boss may have access to information that the employee does not. That information may be the reason behind a seemingly flawed direction.**
- **Most bosses will appreciate being questioned about instructions that are actually flawed; attempt to limit your inquiries to times you are very sure that there actually is an error. Make all inquiries very polite and don't continue to repeat your inquiries when told "no".**

Lesson 14

Making Your Excuses and Absences Work When You Can't

Goal: To instruct students on how to properly use excuses and absences in the work place.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to discuss if their current use of excuses and absences in the work place.

▲ **Assist** the class to list the excuses they most commonly hear offered; **write** these items on the board. **Assist** the class members to label each excuse as a "Legitimate Excuse" or a "Illegitimate Excuse". **Ask** the students to determine the possible consequences of frequently using excuses, especially "illegitimate" ones. **Assist** the students to develop guidelines on how often excuses should be offered, when, under what circumstances, and to consider if lying and exaggerating is acceptable.

2. ▲ **Ask** the students to discuss what employers feel when employees are absent. **Ask** each student to detail what can happen in their work site when employees don't come to work.

▲ **Ask** the students to determine how, when, and under what circumstances employees should be absent. **Include** in the discussion the development of guidelines on when and how to call in to be absent.

3. ▲ **Inform** the students that they will role-play using excuses and calling in to be absent. **Ensure** that the role-play boss varies the response offered the participant, and sometimes says that there will be consequences for the problem or absence, such as loss of pay, suspension, etc.

4. ▲ **Assist** the students to evaluate excuses and absences in relation to long-term career and job success, and to determine that excuses and absences will not enhance their success, but could greatly hinder it.

▲ **Ask** the students to imagine they owned the business that they had always wanted, and **request** each student to share their choice. Next, **ask** the students to speculate how they as owners would react to employees who had frequent absences and regularly used excuses. **Ask** the students to specify the likely consequences to their business, and how they would respond to these problem employees.

5. ▲ **Review the major points of this lesson:**

- **Employees are expected to come to work regularly; absences should be occasional and only as necessary.**
- **Absences can have tremendous negative consequences for a business; be sure to call in every time you must miss work, and call your boss as early as possible.**
- **Excuses should be honest and offered only occasionally. Bosses need results not excuses to run their business.**
- **Misuse of absences and excuses can cost you your job and limit your career and work success.**

The Customer is Always Right-- Even When They Just Want to Fight

Goal: To instruct students how to interact with customers, even when the customer is difficult to manage.

Materials: Chalkboard, chalk, a list of "Monster Comments" (develop a list of mean, challenging and quarrelsome comments a nasty customer might say, such as "You call this junk ice cream?"; allow three comments per student).

1. ▲ **Ask** the students to discuss any problem encounters they have had with customers.

▲ **Ask** each student to draw on the board their "Monster Customer" then discuss this person with the class. **Assist** the class members to develop "do's" and "don't's" for managing each customer, and **list** these strategies in columns on the board.

2. ▲ **Ask** the students to role-play interacting with their Monster Customer using the strategies shown on the "do" List. **Debrief** each completed role-play. If necessary, **offer** students the chance to redo their role-play to apply the feedback they receive.

3. ▲ **Ask** the students to discuss if customers have the "right" to act inappropriately, and **aid** them to determine that the "customer gets to be right" even though they may really be wrong. **Discuss** that although the customer may act poorly, the employee is paid to consistently stay businesslike. **Ask** the class to determine if there are any times employees can be rude back to customers; **assist** the class to identify what happens to employees that are rude. **Identify** to the students that they should secure help from their supervisor to manage a problem customer, if they need aid.

4. ▲ **Inform** the students they will have another chance to reponed appropriately to Monster Customers. **Give** each student the chance to respond appropriately to several Monster Comments. **Debrief** their experience at the end of the challenge.

Ask the students to determine if they will need these people management skills in the future in order to achieve career success. **Assist** the class members to recognize that they are developing vital skills for future career success.

5. ▲ **Review the major points of this lesson:**

- **Employees are paid to be consistently tolerant and businesslike with all customers-- even the nasty ones.**
- **The customer is always right-- even when you know they are wrong.**
- **Ask your supervisor for help with a very difficult customer.**
- **The excellent customer interaction skills that you are developing now will help you achieve present and future job and career success.**

Lesson 16

Are You a Good Worker or a Good Work Shirker?

Goal: To train and motivate students to consistently work hard.

Materials: Chalkboard, chalk, one reinforcer for each student (select a reinforcer that is sure to be liked, but can also be divided up into partial amounts, such as stickers, snacks, free time certificates, etc.), a very large stack of paper (this stack must have white paper mixed in with colored paper, and must contain enough papers that it would be too large for one person to sort in just two minutes.)

1. ▲ **Ask** the students to participate in a role-play where each student will have the chance to be the boss. **Read** aloud the instructions:

• *When it is your turn to be the boss, you can earn your pay by getting your employees to work hard to complete their tasks. Some employers' pay is actually based on how much work is achieved, and for this role-play, your pay will depend on this. Instead of money, however, you will earn _____, and the more work your workers do, the more pay you earn. You own a paper company and today you have an order for white paper, but your only remaining white paper is mixed in with some colored paper. You want your workers to quickly sort out the colored paper. However, you are about to discover how hard this simple task can be when your two workers work slowly and inconsistently. Discuss your reaction to this role-play with the group at the end of your turn. Your turn will last two minutes, which should be ample time for your workers to get this simple task done-- if only they would work hard and continuously. You may not earn very much of your pay unless you can get your lazy crew to work a whole lot harder.*

2. ▲ **Ask** the students to discuss the following points about how hard they are expected to work:

• *Even if you don't like your job, or a certain task, you are still expected to work hard and continuously.*

• *Even if you don't think you are being properly paid, you are still expected to work hard and continuously.*

• *Even if you are mad at your boss, you are still expected to work hard and continuously.*

• *Even if other employees slack off, you are still expected to work hard and continuously.*

▲ **Ask** the students to complete additional sentences based on "Even if _____, you are still expected to work hard and continuously." **Continue** to request sentences until the class notices that "no matter what, you are expected to work hard and continuously-- that is what you are paid for." **Write** that phrase on the board, and **discuss** with the class.

3. ▲ **Ask** the students to demonstrate working hard and continuously by repeating the initial role-play with the workers working hard and continuously, then **debrief** that second set of role-plays.

4. ▲ **Review the major points of this lesson:**

• **Employees are expected to work hard and continuously-- no matter what. This is what you are paid for.**

• **The boss can not operate the business when employees work is inconsistent or not a good effort.**

Lesson 17

Resolving Conflict in the Work Place

Goal: To train and motivate students to anticipate and resolve on-the-job conflict.

Materials: Chalkboard, chalk.

1. ▲ **Ask** the students to develop a list of the Ten Best and Worst Ways to Manage Conflict at Work, and **write** these strategies on the board, then **discuss.**

2. ▲ **Ask** the students to identify strategies from the Ten Best List to use in the following conflict situations:

- *A co-worker yells at you for using the computer too long.*
- *The boss asks you to take a drug test.*
- *You are accused of stealing.*
- *A co-worker is pestering you to work a holiday that you'd requested to have off, and had been given.*

3. ▲ **Ask** the students to develop additional situations, incorporating incidents from their actual work place, and to identify, then role-play using solutions from the Ten Best List shown on the board.

▲ **Ask** the students to identify the most likely conflict situation they will encounter at work and to plan, then role-play how to best manage it using positive methods. **Ask** the students to report back on their results using these approaches in their actual work setting.

▲ **Ask** the students to compare and contrast the results of using the Top Ten Best and Worst Conflict Management Strategies, and to determine which results they prefer receiving.

4. ▲ **Review the major points of this lesson:**

- **There are many positive ways to manage conflict in the work place.**
- **Using positive ways to avoid or manage work place problems will bring you more positive results and fewer serious consequences.**

Lesson 18

The Rules of the Job

Goal: To teach students to learn and follow work-related laws and rules.

Materials: Chalkboard, chalk, radios, gum, snacks, toys, board games, hats, paper, pens.

1. ▲ **Ask** the students to imagine what working without rules would be like. To sample this, **ask** the students to participate in a role-play, then **read** aloud the directions:

• When it is your turn, you will be the boss. You must try to get your two workers to inventory the class room, but your work site has no rules so they may opt to conduct themselves in ways that make it unlikely to get much work done. Instead of writing down the contents of the room in the five minutes allotted, your workers may forgo this paper and pen chore in favor of choosing to listen to the radio, chew gum, wear hats, play games or whatever they like because your work site has no formal rules written down or stated. At the end of your turn, discuss with the class how much work was accomplished by your workers.

2. ▲ **Ask** the students if they think that work place rules are necessary, then **ask** the class to repeat the first role-play after first making up some rules and listing them on the board. In this new role-play, the workers will be expected to follow the work place rules.

3. ▲ **Ask** the students to determine the rules of their own actual work site and discuss the reasons for the policies, and to detail how they will be remembering to comply.

▲ **Identify** to the class that many work place rules are not written down but are just common-sense things workers are expected to know , or community rules and laws. **Write** on the board at the top of two columns, the two phrases, "Common-Sense Expectations" and "Community Rules and Laws". **Ask** the students to list out expectations and community rules and laws that they must follow in addition to formal company rules. **Give** examples of the Expectations (such as that workers wear shoes) and Rules and Laws (such as stealing at work is just as illegal as stealing anywhere). **Assist** the class to discuss the completed list. **Focus** on what problems individual students may encounter following these guidelines, and **aid** each student to formulate a plan to successfully comply with all formal and informal policies.

4. ▲ **Review the major points of this lesson:**

• Without work place rules, employees would get very little work done.

• The laws of your community apply to the work place. Stealing, assault and forgery are as illegal at work as anywhere else.

• Some expectations may never be spelled out but you are expected to know and follow these guidelines. These expectations include wearing proper attire, having acceptable hygiene, being polite and respectful of others, and coming to work unaccompanied by family, friends and pets.

Workers are Paid to Consistently Work Hard

Goal: To teach students to consistently work hard when on the job.

Materials: Chalkboard, chalk, a stack of colored paper, work place forms (such as invoices, purchase orders, sales slips), pens

1. ▲ Ask the students to discuss how hard they actually work on the job, then **assist** the class to determine a guideline for how hard employees should work. This guideline should include the following information: You are paid to work consistently hard.

2. ▲ Ask the students to practice working hard by participating in the following role-play; **read** aloud the instructions:

• *When it is your five minute turn to be the boss, you will be assigning your workers tasks such as giving them information to write on forms, paper sorting assignments and other chores that you develop. As the boss, you want your employees to work consistently hard, and should confront your workers about slacking off. At the end of each student's turn playing the boss, discuss the role -play, and write on the board all the qualities of working hard that the boss noted. Also discuss whether most bosses want excuses or hard work from the workers.*

3. ▲ Ask the students to discuss what constitutes working hard in their actual work site, and to determine what things can deter them from working hard in their job. **Assist**, each student to work with the class to develop, role-play and debrief a plan to overcome any problems.

▲ Ask the students to compare the results achieved by employees who consistently work hard versus those who don't. **Ask** each student to specify which results they would prefer to achieve.

4. ▲ Review the major points of this lesson:

• Employers pay workers to work consistently hard.

• Employees who work consistently hard usually achieve better results in the work place than workers who don't always give their job their best effort.

• Bosses want hard work not excuses.

Lesson 20

Rate Yourself as a Worker

Goal: To help students realistically evaluate their work performance, and plan and rehearse improving deficient areas, as needed.

Materials: Chalkboard, chalk, one copy for each student of the "Rate the Worker Checklist, pens", completed "Star Worker" certificates for students who successfully complete the evaluation.

1. ▲ **Ask** the students to complete copies of the "Rate the Worker Checklist" then discuss and refine with the class. **Include** the following points in the discussion:

- *Based on your total score, what are your prospects for future success in the work place?*
- *What work place behaviors are you performing properly?*
- *How would your boss have completed this checklist? Your co-workers? Customers?*
- *What areas need improvement? Develop a plan and role-play using it. Ask for feedback from the group, then repeat your role-play, applying the feedback you received.*

2. ▲ **Ask** the students to identify future career goals, and to relate how well they are preparing for to reach these goals, based on the results shown in the survey.

3. ▲ **Ask** the students to report back to the group on their success using their plans for improving their work performance.

▲ **Distribute** the completed certificates to the students who scored satisfactorily on the checklist, and **give** them formal positive feedback on their efforts.

4. ▲ **Review the major points of this lesson:**

- **There are many behaviors you must perform properly to succeed at work.**
- **Work place behavior problems can be rapidly improved if you follow through on making changes.**
- **A good job performance builds towards career success.**

RATE THE WORKER CHECKLIST

Shown below are the qualities of a good worker.

Rate yourself on each item
Not OK=☆ Need to Improve=☆☆ OK=☆☆☆ Great=☆☆☆☆

Add up the stars to determine your final score.

1. Arrives to work promptly and stays the full shift.
2. Interacts successfully with co-workers.
3. Interacts successfully with the boss.
4. Interacts successfully with customers.
5. Comes back on time from lunch and breaks.
6. Is absent only occasionally, and calls in ahead.
7. Works hard and continuously.
8. Comes to work dressed appropriately, and brings the proper equipment.
9. Readily and accurately complies with employer requests.
10. Properly manages pay checks, stubs and time sheets.
11. Knows how to manage or avoid conflict.
12. Follows laws, rules and regulations.

Scoring:

40-48 Stars= You are a Star Worker. Keep up the Good Work!
34-39 Stars= You are Star Worker Material. Good effort.
26-33 Stars= Improvement is Needed for You to Succeed.
0-25 Stars= Major Improvement is Needed Quickly.

STAR ☆ WORKER

Breakthrough Strategies to Teach and Counsel Youth
Lesson Series

Coping Skills Sampler
- ☞ Everybody Makes Mistooks
- ☞ Only You Can Deny Your Gang-Dependence
- ☞ What Happens When Your Head is in the Sand?
- ☞ Are You "Doing" or "Talking About Doing"?
- ☞ The New, Improved Me...*plus 15 more lessons*

All-Time Favorite Lessons
- ☞ The Top Ten Ways the Teacher Can't Tell You Need Help
- ☞ Learn to Think First: Become a Think-o-matic
- ☞ Mission Possible: Making the Classroom Safe for Subs
- ☞ Running for Help Instead of Running Away
- ☞ On Time Every Time...*plus 15 more lessons*

Ready, Set, Go! for Independent Living
- ☞ Are You Ready for a Typical Day as an Adult?
- ☞ What I Gotta Remember to Do When I Move Out on My Own
- ☞ Surviving the "Kamikaze Period" of Moving Out
- ☞ There's Always Something to Do When There's Nothing to Do
- ☞ How to Seek and Detect Good Housing...*plus 15 more lessons*

Build On-the-Job Success Skills
- ☞ What to Wear and Bring to Work
- ☞ Words That Get You Fired or Keep You Hired
- ☞ Learning to Be a Co-Worker Not a Co-Shirker
- ☞ 50 Ways to Leave Your Employer-- and Ever Work Again
- ☞ The Boss is Always Right...*plus 15 more lessons*

Turn On the Turned-Off Student
- ☞ Putting Aside Problems During School
- ☞ Compare the Potential Power: Drop-Outs vs. Grads
- ☞ Cutting School Cuts Options
- ☞ Do You Need Education for Your Trip to Forever?
- ☞ Seek and Cure the Causes of School Flu...*plus 15 more lessons*

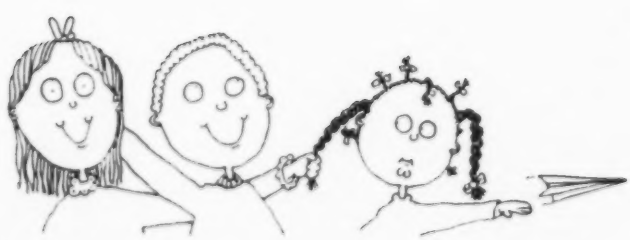
☞ ORDER BY PHONE 1-800-545-5736 Toll-Free ☞ ORDER BY MAIL

❒ Coping Skills Sampler
❒ All-Time Favorites
❒ Ready, Set, Go! for Independent Living
❒ Build On-the-Job Success Skills
❒ Turn On the Turned-Off Student
❒ The Breakthrough Strategies Workshop on Audio Tape: the entire 6 hour session including workbook and 50 handouts
❒ The Bright Ideas Resource Newsletter (3 issues/year: $3 postage only)

Checks, Purchase Orders, VISA, M/C Accepted: $12/book, $85/tape plus applicable local/state tax, plus $3 postage

Name _____ Agency _____ VISA, M/C, Purch. Order# _____ Signature _____
Address _____ City _____ State _____ Zip _____ Phone _____

Send to Youth Change, 275 North Third Street, Woodburn, OR 97071 or CALL TOLL-FREE: 1-800-545-5736



Youth Change

On-Site • On Tape • General Session • Conference WORKSHOPS
Newsletter • Lesson Book INTERVENTION RESOURCES

275 North Third Street
Woodburn, Oregon 97071
1-800-545-5736 Toll Free